



## Department of History

HTST 535  
The United States and the World Since 1914  
Winter 2023

**Instructor:** Dr. Chastko (he/him)

**Email:** [pchastko@ucalgary.ca](mailto:pchastko@ucalgary.ca)

**Office:** SS 648

**Office Hours:** MWF 11 am or by appointment

**Virtual Office Hours:** By appointment

**Class Time:** Fridays 2-4:45 pm in SS 623

**Course Delivery:** In person

### Course Description:

HTST 535 is a senior-level seminar that will employ a multidisciplinary approach to the study of American foreign relations since 1914. Students will examine the sources of continuity and elements of change in American foreign policy. The seminar asks students to study both the process of foreign policy formulation as well as the way in which historians and other scholars interpret American foreign relations. Students will evaluate the role of individuals, groups, institutions, and publics in the process on foreign policy formulation and use different methodological approaches, like culture, ideology, and the gendering of people and nations.

### Course Outcomes:

- Explain the key developments in United States foreign policy since 1914
- Critically read and assess primary and secondary literature and situate arguments within broader historical debates
- Debate historical problems by engaging with other students and scholarship
- Develop research, writing, and analytical skills through historical inquiry
- Communicate their ideas and understandings in written work and class discussion

### Required Texts (Available from Campus Bookstore):

McFaul, Michael. *From Cold War to Hot Peace: An American Ambassador in Putin's Russia*. New York: HarperCollins, 2019.

Evaluation:		

Assessment Method	Description	Weight
Written Assignment Proposal	<p>A maximum of three pages about your proposed topic and thesis statement (if possible). Generally speaking, the proposal should provide a sense as to what it is you are planning to write about, an explanation as to why your research question is important to U.S. foreign policy, as well as the methodological approaches you are planning to use, and a tentative bibliography listing sources found.</p> <p>If, over the course of the semester, students decide to change topics an additional term paper proposal is not required.</p> <p>Due January 27 at 4 PM in the Digital Dropbox on D2L in either PDF or Word format</p>	10%
Discussion Leader and Written Summary	<p>Every week, groups consisting of a maximum of 2 students will introduce the week's reading and lead a part of one seminar. Students should begin by making a short (15 minute) presentation about the reading and then leading part of the seminar.</p> <p>For the presentation, the goal isn't to summarize the readings but to offer the student's thoughts, as well as a critique of the readings. Discussion leaders should also expect to draw on at least TWO additional sources on the topic so they can present new information or introduce a different perspective.</p> <p>Part of the assignment is that the discussion leader must prepare 3-4 open ended questions for the seminar discussion. A hand-out will be posted on D2L to help you construct your questions. Discussion Leader component will be graded using the "Presentation" rubric. Written summary or a copy of your presentation notes/slides is/are <b>due one week after Presentation</b></p>	20%
Major Assignment	<p>The major assignment should pose a research question relevant to the history of U.S. foreign policy and can take one of the following forms:</p> <p>Term Paper 3,000-3,750 word (12 to 15 pages) essay, on any topic covered by the time period and subject of the course. Completed assignment <b>due March 31</b> in the Digital Dropbox on D2L in either PDF or Word format. Assignment will be evaluated according to the "Term Paper" rubric.</p> <p style="text-align: center;"><b>Or</b></p>	50%

	<p>Oral Presentation with PowerPoint Slides (15-20 minutes) on any topic covered by the time period and subject of the course. Presentation to be recorded by the Student <b>due March 31</b> in the Digital Dropbox on D2L. Assignment will be evaluated according to the “Presentation” Rubric.</p> <p style="text-align: center;"><b>Or</b></p> <p>Documentary-style film (15-20 minutes) and written annotated bibliography on any topic covered by the time period and subject of the course. Documentary to be recorded by the Student <b>due March 31</b> in the Digital Dropbox on D2L. Assignment will be evaluated according to the “Presentation” Rubric..</p> <p style="text-align: center;"><b>Or</b></p> <p>Podcast (15-20 minutes) and written annotated bibliography on any topic covered by the time period and subject of the course. Podcast to be recorded by the Student <b>due March 31</b> in the Digital Dropbox on D2L. Assignment will be evaluated according to the “Presentation” Rubric.</p>	
Weekly Seminar Participation	Students should arrive to class having completed all the assigned readings and prepared to discuss the week’s topic. The seminar depends on your preparation and attendance.	20%

### **Grading Policies:**

Grades will be awarded as letter grades and their GPA equivalents (on the 4.0 scale) as specified by the University of Calgary’s Undergraduate Grading System.

### **Extensions:**

Students may request an extension of one week for any assignment, no questions asked. Additional time may be requested but will follow more formal procedures. Please note that requesting an extension will result in the assignment taking longer for me to grade.

### **Details on Methods of Assessment:**

All assignments should be submitted via the appropriate dropbox on D2L and will be assessed according to the standards outlined in the respective rubric contained on D2L.

### **Learning Technologies Requirements**

There is a D2L site for this course which contains required readings and other relevant class

resources and materials (see [d2L.ucalgary.ca](http://d2L.ucalgary.ca)). In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer, tablet, or smartphone with a supported operating system; a current and updated web browser; current antivirus and/or firewall software enabled; broadband internet connection. Optional material includes a webcam; a microphone and speaker (built-in or external or headset).

### **Inclusiveness, Accommodation, and Classroom Conduct**

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Such accommodation may include disability (physical or mental wellness, whether visible or not), the need to nurse or occasionally bring a child to class, the wish to be called a different name or pronoun, assistance with writing, or adjusting deadlines because of personal circumstances.

Part of creating an inclusive learning environment involves respecting your fellow classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others share different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. Permission to record lectures will only be given to students registered with Student Accessibility Services. All material in this course, including but not limited to lectures, quizzes, worksheets, handouts, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

### **Class schedule:**

<b>Date</b>	<b>Topic &amp; Reading</b>	<b>Assignments/Due Dates</b>
January 13	<p>The “Indispensable” Nation? Multidisciplinary Perspectives and Approaches to American Foreign Policy.</p> <p><b>Readings:</b> Paul Dukes, “A Long View of the Cold War,” <i>History Today</i> (2001).</p> <p>Akis Kalaitzidis &amp; Gregory Wl Streich, “American Foreign Policy: The Theoretical</p>	

	Landscape,” in <i>U.S. Foreign Policy</i> .	
January 20	<p>Safe for Democracy: The First World War</p> <p><b>Readings:</b> Thomas J. Knock, “‘If the War is too Strong:’ The Travail of Progressive Internationalism and the Fourteen Points” in <i>To End all Wars</i>. 2nd Ed.</p> <p>Lloyd C. Gardiner, “The Russian Glacier,” in <i>Safe for Democracy: The Anglo-American Response to Revolution, 1913-1923</i>.</p> <p>Erez Manela, “Fighting for the Mind of Mankind” in <i>The Wilsonian Moment</i>.</p>	
January 27	<p>Safe for Democracy II: The United States and the Second World War</p> <p><b>Readings:</b> Frank Costigliola, “Introduction” &amp; “The Personal Touch” in <i>Roosevelt’s Lost Alliances</i>.</p> <p>Warren F. Kimball, “‘They Don’t Come out of Where you Expect’” in <i>The Juggler</i></p> <p>Michaela Hoenicke Moore, “Foreign Policy Begins at Home: Americans, Grand Strategy, and World War II” in Elizabeth Borgwardt et al. (eds) <i>Rethinking American Grand Strategy</i>.</p>	<b>Project proposal due, January 27</b>
February 3	Atomic Bombs and Diplomacy	

	<p><b>Readings:</b> Campbell Craig and Sergey Radchenko, “Introduction” &amp; “Franklin Delano Roosevelt and Atomic Wartime Diplomacy” in <i>The Atomic Bomb and the Origins of the Cold War</i>.</p> <p>David Broscious, “Longing for International Control, Banking on American Superiority: Harry S. Truman’s Approach to Nuclear Weapons” in <i>Cold War Statesmen Confront the Bomb</i>.</p> <p>Vladislav Zubok &amp; Constantine Pleshakov, “Stalin and Shattered Peace,” in <i>Inside the Kremlin’s Cold War</i>.</p>	
February 10	<p>Mutually Assured Destruction?</p> <p><b>Readings:</b> John L. Gaddis “Eisenhower, Dulles, and the New Look,” in <i>Strategies of Containment</i>.</p> <p>Richard Hanania, “Tracing the Development of the Nuclear Taboo,” <i>Journal of Cold War Studies</i> 19 (2017).</p> <p>Vladislav M. Zubok, “The Nuclear Education of Khrushchev, 1953-1957,” in <i>A Failed Empire</i>.</p>	
February 17	<p>Hour of Maximum Danger</p> <p><b>Readings:</b> Yanek Mieczkowski, “What Was the Sputnik ‘Panic’?” &amp; “Space, Prestige and the 1960 Race” in <i>Eisenhower’s Sputnik Moment</i>.</p> <p>David Reynolds, “Vienna 1961: Kennedy and Khrushchev,” in</p>	

	<p><i>Summits: Six Meetings that Shaped the Twentieth Century.</i></p> <p>Lisa Davenport, "Jazz Behind the Iron Curtain, 1961-1966" in <i>Jazz Diplomacy; Promoting America in the Cold War Era.</i></p>	
February 20-24	<b>No Classes – Reading Week</b>	
March 3	<p>Détente &amp; its Discontents</p> <p><b>Readings:</b> Daniel J. Sargent, "In Pursuit of Primacy" in <i>A Superpower Transformed.</i></p> <p>Michael Cotey Morgan, "The United States and the Making of the Helsinki Final Act," in <i>Nixon in the World.</i></p> <p>Betty Glad, "Shadowing the Soviets," in <i>An Outsider in the White House.</i></p>	
March 10	<p>The End of the Cold War</p> <p><b>Readings:</b> Ralph L. Dietl, "The Return from the Abyss" in <i>The Strategic Defence Initiative</i></p> <p>Gordon Barrass, "Able Archer 83: What were the Soviets thinking?" <i>Survival</i> 58 (2016).</p> <p>Vladislav Zubok, "Gorbachev and the End of Soviet Power, 1988 – 1991," in <i>A Failed Empire</i></p>	
March 17	<p>Unipower to 9/11</p> <p><b>Readings:</b> Mary Elise Sarotte, "Not one Inch Eastward? Bush, Baker, Kohl, Genscher, Gorbachev, and the Origin of Russian Resentment toward</p>	

	<p>NATO Enlargement in February 1990” in <i>Diplomatic History</i>. 34 (2010): 119-140.</p> <p>Dumbrell, “Beyond the Cold War,” in <i>Clinton’s Foreign Policy</i>.</p> <p>Walter B. Slocombe, “A Crisis of Opportunity” in <i>In Uncertain Times</i></p>	
March 24	<p>Terror and Putin</p> <p><b>Readings:</b> Thomas Carothers, “Barack Obama,” in Michael Cox et al. (eds.) <i>U.S. Foreign Policy and Democracy Promotion</i></p> <p>McFaul, <i>From Cold War to Hot Peace</i> pp. 1-193.</p>	
March 31	<p>What next?</p> <p><b>Readings:</b> McFaul, <i>From Cold War to Hot Peace</i> pp. 194-end.</p> <p>Hal Brands, “American Grand Strategy in the Age of Trump,” in <i>American Grand Strategy in the Age of Trump</i>. (2018)</p>	Major Assignment Due in Digital Dropbox on D2L.
April 7-10	<b>Good Friday &amp; Easter Monday - University Closed – No Classes</b>	
April 12	<b>Last Day of Class</b>	

### Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.



Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

**Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

## Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

## Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

## Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved

- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

### **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

### **Research Ethics**

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

### **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print

and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

## **MEDIA RECORDING IN LEARNING ENVIRONMENTS**

### **Media Recording for Study Purposes (Students)**

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

### **Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

### **Media recording for assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments."

### **Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) "Draft Documents & Working Materials."

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual

violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see [the sexual and gender-based violence policy](#).

### **Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk
- Campus Security 220-5333

**Department of History Twitter @ucalgaryhist**

*Updated November 2022*